



Art and Design National Curriculum Aims

National Curriculum		
Early Years Framework	KS1 National Curriculum Aims (Year 1/2)	KS2 National Curriculum Aims (Year 3/4)
<p>ELG: Fine motor skills</p> <ul style="list-style-type: none"> • Use a range of small tools, including scissors, paint brushes and cutlery • Begin to show accuracy and care when drawing • Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases <p>ELG: Creating with materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function <p>ELG: Creating with materials</p> <ul style="list-style-type: none"> • Share their creations, explaining the process they have used 	<p>Children should</p> <ul style="list-style-type: none"> • produce creative work, exploring their ideas and recording their experiences • become proficient in drawing, painting, sculpture and other art, craft and design techniques • evaluate and analyse creative works using the language of art, craft and design • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Children should</p> <ul style="list-style-type: none"> • produce creative work, exploring their ideas and recording their experiences • become proficient in drawing, painting, sculpture and other art, craft and design techniques • evaluate and analyse creative works using the language of art, craft and design • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history.



Art and Design Knowledge Progression

EYFS	Year 1	Year 2	Year 3	Year 4
<ul style="list-style-type: none"> Expressing opinions and feelings in response to their own art work and other artist's work. Sharing their work with other people, talking about what they have created it. 	<ul style="list-style-type: none"> about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 		<ul style="list-style-type: none"> evaluate and analyse creative works using the language of art, craft and design know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. 	



Art and Design - Skills Progression

Theme	EYFS	Year 1	Year 2	Year 3	Year 4
Drawing	<ul style="list-style-type: none"> Use a range of small tools Hold a pencil effectively and with increasing precision To explore their ideas and imagination To explore creating designs and art work on a range of scales. 	<ul style="list-style-type: none"> Extend the variety of drawings tools Explore different textures Observe and draw landscapes Observe patterns Observe anatomy (faces, limbs) 	<ul style="list-style-type: none"> Experiment with tools and surfaces Draw a way of recording experiences and feelings Discuss use of shadows, use of light and dark Sketch to make quick records 	<ul style="list-style-type: none"> Experiment with tools and surfaces Draw a way of recording experiences and feelings Discuss use of shadows, use of light and dark Sketch to make quick records 	<ul style="list-style-type: none"> Identify and draw the effect of light Scale and proportion Accurate drawings of whole people including proportion and placement Work on a variety of scales

					Computer generated drawings
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	<ul style="list-style-type: none"> • Use a range of small tools • Hold tools like paint brushes, with increasing precision • To explore their ideas and imagination • To explore creating designs and art work on a range of scales. • Recognising and exploring the colour, patterns and shapes in other artist's work. 	<ul style="list-style-type: none"> • Name all the colours • Mixing of colours • Find collections of colour • Applying colour with a range of tools 	<ul style="list-style-type: none"> • Begin to describe colours by objects • Make as many tones of one colour as possible (using white) • Darken colours without using black • Using colour on a large scale 	<ul style="list-style-type: none"> • Colour mixing • Make colour wheels • Introduce different types of brushes • Techniques- apply colour using dotting, scratching, splashing 	<ul style="list-style-type: none"> • Colour mixing and matching; tint, tone, shade • Observe colours • Suitable equipment for the task • Colour to reflect mood
Texture (textiles, clay, sand, plaster, stone)	<ul style="list-style-type: none"> • Use a range of small tools • Hold tools with increasing precision • 	<ul style="list-style-type: none"> • Weaving • Collage • Sort according to specific qualities • How textiles create things 	<ul style="list-style-type: none"> • Overlapping and overlaying to create effects • Use large eyed needles – running stitches • Simple appliqué work • Start to explore other simple stitches • Collage 	<ul style="list-style-type: none"> • Use smaller eyed needles and finer threads • Weaving • Tie dying, batik 	<ul style="list-style-type: none"> • Use a wider variety of stitches • Observation and design of textural art • Experimenting with creating mood, feeling, movement- Compare different fabrics
Form (3D work, clay, dough,	<ul style="list-style-type: none"> • Use a range of small tools • Hold tools with increasing precision 	<ul style="list-style-type: none"> • Construct • Use materials to make known 	<ul style="list-style-type: none"> • Awareness of natural and man-made forms 	<ul style="list-style-type: none"> • Shape, form, model and construct (malleable and rigid materials) 	<ul style="list-style-type: none"> • Plan and develop • Experience surface patterns / textures

<p>boxes, wire, paper sculpture, mod roc)</p>	<ul style="list-style-type: none"> • To explore their ideas and imagination • To explore creating designs and art work on a range of scales. 	<p>objects for a purpose</p> <ul style="list-style-type: none"> • Carve • Pinch and roll coils and slabs using a modelling media. Make simple joins 	<ul style="list-style-type: none"> • Expression of personal experiences and ideas • To shape and form from direct observation (malleable and rigid materials) • Decorative techniques • Replicate patterns and textures in a 3-D form <p>Work and that of other sculptors</p>	<ul style="list-style-type: none"> • Plan and develop • Understanding of different adhesives and methods of construction • Aesthetics 	<ul style="list-style-type: none"> • Discuss own work and work of other sculptors • Analyse and interpret natural and manmade forms of construction
<p>Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</p>	<ul style="list-style-type: none"> • Use a range of small tools • Hold tools with increasing precision 	<ul style="list-style-type: none"> • Create patterns • Develop impressed images • Relief printing 	<ul style="list-style-type: none"> • Print with a growing range of objects • Identify the different forms printing takes 	<ul style="list-style-type: none"> • Relief and impressed printing • Recording textures/patterns • Mono-printing • Colour mixing through overlapping colour prints 	<ul style="list-style-type: none"> • Use sketchbook for recording textures/patterns • Interpret environmental and manmade patterns • Modify and adapt print
<p>Pattern (paint, pencil, textiles, clay, printing)</p>	<ul style="list-style-type: none"> • Recognising and exploring the colour, patterns and shapes in other artist's work. 	<ul style="list-style-type: none"> • Awareness and discussion of patterns • Repeating patterns • Symmetry 	<ul style="list-style-type: none"> • Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning • Natural and manmade patterns • Discuss regular and irregular 	<ul style="list-style-type: none"> • Pattern in the environment • Design • Using ICT • Make patterns on a range of surfaces • Symmetry 	<ul style="list-style-type: none"> • Explore environmental and manmade patterns • Tessellation